

## **Grade Four**

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

### **Knowledge and Skills**

#### **Standard of Learning**

4.1 The student will explain how nutrition affects personal health and academic achievement.

Key concepts/skills include:

a) the nutrients needed for proper brain functioning;

#### **Understanding the Standard**

The student will understand how nutrients are essential for proper brain functioning.

#### **Essential Knowledge and Skills**

The student will:

- describe the function of the brain. (nerves send and receive messages to and from all parts of the body and the brain stores what you learn)
- describe the function of the left side of the brain. (is the memory side of the brain and you also use this side of the brain when you read, spell, and do math)
- describe the function of right side of the brain. (is used when you draw, sing, write stories, or show feelings)
- identify nutrients that help the brain function well:
  - proteins; (good source of energy that lasts a long time – this is why you need proteins for breakfast to think clearly at school)
  - carbohydrates; (starches and sugars – starches, such as bread, rice, pasta, and cereal, provide energy for a long time and should be included in your breakfast; while sugars provide quick energy that does not last a long time)
  - fats; (fats help make brain cells and other tissues and store vitamins)
  - water; (needed by every cell in the body – your brain will not work well without enough water – if you become dehydrated, you may become dizzy and weak)
  - minerals; (they help with chemical processes in the cells and are needed for muscles and nerves to work) and
  - vitamins. (they help your body use carbohydrates, proteins, and fats – vitamin B is needed for your nerve cells and memory to work well)

#### **Instructional Resources**

##### **Coordinated Approach to Child Health (CATCH)**

Grades 3-5 (Hearty Heart and Friends – 3<sup>rd</sup> grade; Go for Health – 4<sup>th</sup> and 5<sup>th</sup> grades; and Facts for 5 – 5<sup>th</sup> grade)

\*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

### **Dole's Five A Day Lesson Plans**

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

### **Eat Well and Keep Moving**

Grades 4-5

\*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

### **Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)**

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition/cwp](http://www.pde.state.pa.us/food_nutrition/cwp)

### **Five A Day The Color Way – “There’s a Rainbow on My Plate”**

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

### **Food Works**

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

### **The Great Body Shop**

Grades preK-6

\*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

### **Health Database**

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **HeartPower**

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called "The Healthy-Heart Minute.")
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students' choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. "What's Your Activity IQ?")
- "Smoking in the Cellar" – lesson idea
- Label the Heart's Parts – activity sheet
- What's in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

### **Pyramid Explorations**

Grade Four

Program to teach students about good eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on aliens coming to earth to learn about nutrition. Each activity is one act of a six-act plan.

Includes activity sheets, teacher guide, workbook for each student, food pyramid poster, handouts, and additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

### **Vitamins are Elementary**

Students learn about vitamins and the effects of vitamins on their bodies. Five lessons:

- Choosing vitamin-rich foods
- What vitamins are in foods?
- What are antioxidants?
- How do vitamins affect the body?
- How to identify antioxidants?

Sponsor: Fresh Starts

[http://www.freshstarts.com/teachers\\_index.cfm](http://www.freshstarts.com/teachers_index.cfm)

Free

## **Instructional Lessons**

### **The Food Groups: Food Pyramid**

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

### **Gregory, The Terrible Eater**

Grades 3-4

Students demonstrate understanding of balanced meals and food sources from the various food groups. Construct healthy menus and determine costs of the foods. Based on the book Gregory, The Terrible Eater.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Healthy Weights for Healthy Kids**

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

## **Additional Instructional Resources**

- Review 3.1a
- “Fitness” for Brain Pop – <http://www.brainpop.com>
- Healthful Eating and Exercise – <http://www.healthteacher.com>
- Kelloggs – <http://www.kelloggs.com/nutrition/nutritioncamp>
- Leafy Greens – <http://www.leafy-greens.org>
- Nutrition and the Brain – <http://faculty.washington.edu/chudler/nutr.html>
- Nutrition Café – <http://www.exhibits.pacsci.org/nutrition>

## **Assessment Ideas**

The student will:

- plan a brain-healthy breakfast.
- explain why water consumption is important for proper brain function.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.1 The student will explain how nutrition affects personal health and academic achievement.  
Key concepts/skills include:  
b) the components of a balanced meal;

### **Understanding the Standard**

The student will identify how following the food guide pyramid will enhance personal health and academic achievement.

### **Essential Knowledge and Skills**

The student will:

- describe the food guide pyramid. (the base of the pyramid includes foods from grains; the second tier includes fruits and vegetables; the third tier is made up of the dairy group; the fourth tier is the meat, poultry, fish, dry beans, eggs, and nut group; and the tip of the pyramid represents fats, oils, and sweets)
- identify how many servings you need from each food group a day to help you stay healthy and do well in school:
  - bread, cereal, rice, and pasta group – 6-11 servings;
  - vegetable group – 3-5 servings;
  - fruit group – 2-4 serving;
  - milk, yogurt, and cheese group – 2-3 servings;
  - meat, poultry, fish, dry beans, eggs, and nuts group – 2-3 servings; and
  - fat, oils, and sweets are not considered a food group – consume in small amounts.

### **Instructional Resources**

#### **Coordinated Approach to Child Health (CATCH)**

Grades 3-5 (Hearty Heart and Friends – 3<sup>rd</sup> grade; Go for Health – 4<sup>th</sup> and 5<sup>th</sup> grades; and Facts for 5 – 5<sup>th</sup> grade)

\*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

#### **Dole's Five A Day Lesson Plans**

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

#### **Eat Well and Keep Moving**

Grades 4-5

\*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

### **Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)**

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition/cwp](http://www.pde.state.pa.us/food_nutrition/cwp)

### **Five A Day The Color Way – “There’s a Rainbow on My Plate”**

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

### **Food Works**

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

### **The Great Body Shop**

Grades preK-6

\*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

### **Health Database**

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

## **HeartPower**

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students’ choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. “What’s Your Activity IQ?”)
- “Smoking in the Cellar” – lesson idea
- Label the Heart’s Parts – activity sheet
- What’s in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

## **Pyramid Explorations**

Grade Four

Program to teach students about good eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on aliens coming to earth to learn about nutrition. Each activity is one act of a six-act plan.

Includes activity sheets, teacher guide, workbook for each student, food pyramid poster, handouts, and additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

## **Instructional Lessons**

### **About All You Can Eat: A Feast at Plimoth Plantation**

Grades 3-5

Compares foods eaten in 1627 with high fat foods eaten today. Also looks at 500 BC.

Sponsor: PBS

Two class periods

Contact: <http://www.pbs.org/teachersource>

Free



### **Don't Buy It – Get Media Smart!**

Discusses advertisements and marketing. Students design a cereal box; graph data; complete nutritional comparisons; and use statistics to sell a product.

Sponsor: PBS

Six class periods

<http://pbskids.org/dontbuyit/teachersguide.html>

Free

### **The Food Groups: Food Pyramid**

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

### **Gregory, The Terrible Eater**

Grades 3-4

Students demonstrate understanding of balanced meals and food sources from the various food groups. Construct healthy menus and determine costs of the foods. Based on the book Gregory, The Terrible Eater.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Healthy Weights for Healthy Kids**

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

### **Is it Fruit?**

Grades 2-4

Students learn what constitutes a fruit and that only 100% juice should be considered a fruit.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Mission Nutrition**

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity.

Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

[http://www.missionnutrition.ca/english/teachers/teachers\\_home.asp](http://www.missionnutrition.ca/english/teachers/teachers_home.asp)

Free

### **Nutrition – Food Pyramid Book and Game**

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period.

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Nutritious and Delicious**

Grades 3-4

Students create a food pyramid, keep a food diary for one week, and compare what they eat with the pyramid.

Sponsor: Ask ERIC Lesson Plan

Two class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Planning a Healthy Menu Using the Food Pyramid**

Grades 3-8

Students use the food pyramid to plan a healthy meal.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Salad Party**

Grades 3-4

Students learn what part of plants are eaten as vegetables; taste new vegetables; and make a salad.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Additional Instructional Resources**

- Review 2.2a
- Create a Balanced Meal – <http://www.library.thinkquest.org>
- Food Guide Pyramid – <http://www.nal.usda.gov:8001/py/pmap.htm>
- Good Food Choices – <http://www.neatsolutions.com>
- Kelloggs – <http://www.kelloggs.com/nutrition/nutritioncamp>
- Leafy Greens – <http://www.leafy-greens.org>
- Nutrition Café – <http://www.exhibits.pacsci.org/nutrition>
- Nutrition Explorations –  
<http://www.nutritionexplorations.com/educators/lessons/pyramid-exp/exp-main.asp>
- Southeast Dairy Association (free student workbooks) – <http://www.southeastdairy.org>
- Stepping Up to the Plate – interactive computer game teaching healthy eating habits for physically active youth – e-mail: [stadler@vt.edu](mailto:stadler@vt.edu)

## **Assessment Ideas**

The student will:

- compare sample meals (one healthy, one unhealthy) using the food guide pyramid.
- assess the nutritional content of a meal based on the food guide pyramid.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.1 The student will explain how nutrition affects personal health and academic achievement.  
Key concepts/skills include:  
c) the effects of malnutrition;

### **Understanding the Standard**

The student will understand and describe malnutrition and its effect on the mind and body.

### **Essential Knowledge and Skills**

The student will:

- define malnutrition. (the body does not get the nutrients it needs to grow and for the body systems to function properly)
- describe the effects of malnutrition on the mind and body:
  - vitamin deficiencies – unhealthy skin, teeth, and bones, difficulty concentrating, irritability, depression, and digestive problems;
  - protein deficiencies – affects skin color, growth, and mental ability; and
  - mineral deficiencies – most common is iron deficiency, which causes fatigue and illness, and calcium and magnesium deficiencies – weakens bones and teeth.

### **Instructional Resources:**

#### **Feeding Minds, Fighting Hunger**

Grades K-5

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What is Hunger and Who are the Hungry?
- Why are People Hungry?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: [http://www.feedingminds.org/level1/pri\\_level.htm](http://www.feedingminds.org/level1/pri_level.htm)

Free

### **Additional Instructional Resources:**

- Kids Can Make a Difference – <http://www.kidscanmakeadifference.org/hunfa.htm>
- Kids Can Make a Difference – <http://www.kidscanmakeadifference.org/cando.htm>
- Malnutrition – <http://www.nutrition.org.uk>

### **Assessment Ideas**

The student will:

- research a country that has a large number of people who suffer from malnutrition.
- explain how malnutrition affects the mind and body.
- make a list of activities you can do to help end hunger.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.1 The student will explain how nutrition affects personal health and academic achievement.  
Key concepts/skills include:  
d) the impact of growth and development;

### **Understanding the Standard**

The student will understand that proper nutrition is essential for growth and development.

### **Essential Knowledge and Skills**

The student will:

- describe what happens to your body as you grow.
- describe the benefits of healthy eating.
- identify foods which contain:
  - protein – for growth;
  - calcium – for bone development;
  - water – needed by every cell in the body;
  - carbohydrates and fats – for energy; and
  - vitamins and minerals – to regulate body functions.
- develop and adopt personal goals to achieve healthy eating.

### **Instructional Resources**

#### **Coordinated Approach to Child Health (CATCH)**

Grades 3-5 (Hearty Heart and Friends – 3<sup>rd</sup> grade; Go for Health – 4<sup>th</sup> and 5<sup>th</sup> grades; and Facts for 5 – 5<sup>th</sup> grade)

\*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

#### **Dole's Five A Day Lesson Plans**

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

#### **Eat Well and Keep Moving**

Grades 4-5

\*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University  
<http://www.humankinetics.com>  
+Cost

### **Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)**

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition/cwp](http://www.pde.state.pa.us/food_nutrition/cwp)

### **Five A Day The Color Way – “There’s a Rainbow on My Plate”**

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

### **Food Works**

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

### **The Great Body Shop**

Grades preK-6

\*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

### **Health Database**

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **HeartPower**

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students’ choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. “What’s Your Activity IQ?”)
- “Smoking in the Cellar” – lesson idea
- Label the Heart’s Parts – activity sheet
- What’s in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

### **Pyramid Explorations**

Grade Four

Program to teach students about good eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on aliens coming to earth to learn about nutrition. Each activity is one act of a six-act plan.

Includes activity sheets, teacher guide, workbook for each student, food pyramid poster, handouts, and additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

### **Vitamins are Elementary**

Students learn about vitamins and the effects of vitamins on their bodies. Five lessons:

- Choosing vitamin-rich foods
- What vitamins are in foods?
- What are antioxidants?
- How do vitamins affect the body?
- How to identify antioxidants?

Sponsor: Fresh Starts

[http://www.freshstarts.com/teachers\\_index.cfm](http://www.freshstarts.com/teachers_index.cfm)

Free

## **Instructional Lessons**

### **The Food Groups: Food Pyramid**

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

### **Gregory, The Terrible Eater**

Grades 3-4

Students demonstrate understanding of balanced meals and food sources from the various food groups. Construct healthy menus and determine costs of the foods. Based on the book Gregory, The Terrible Eater.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Healthy Weights for Healthy Kids**

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

### **Is it Fruit?**

Grades 2-4

Students learn what constitutes a fruit and that only 100% juice should be considered a fruit.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Mission Nutrition**

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity. Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

[http://www.missionnutrition.ca/english/teachers/teachers\\_home.asp](http://www.missionnutrition.ca/english/teachers/teachers_home.asp)

Free

### **Nutrition – Food Pyramid Book and Game**

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period.

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free



## **Nutritious and Delicious**

Grades 3-4

Students create a food pyramid, keep a food diary for one week, and compare what they eat with the pyramid.

Sponsor: Ask ERIC Lesson Plan

Two class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

## **Score A Goal**

Grade Four

Students set individual health goals.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

## **When Is This Too Thin?**

Grade Four

Students recognize eating disorders and the effects of culture, media, and other factors on health.

Practice health-enhancing behaviors.

Sponsor: Georgia State University

Individual lesson plans

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

## **Additional Instructional Resources**

- Captain Nutrition – <http://www.nutritionexplorations.com>
- Dairy Council – <http://www.familyfoodzone.com>
- Good Food Choices – <http://www.neatsolutions.com>
- Nutrition Café – <http://www.exhibits.pacsci.org/nutrition>
- Texas Department of Health – <http://www.tdh.state.tx.us/kids/default.htm>

## **Assessment Ideas**

The student will:

- explain what happens to your body as you grow.
- generate a list of foods that impact growth and development.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.1 The student will explain how nutrition affects personal health and academic achievement.  
Key concepts/skills include:  
e) the impact of fats, carbohydrates, and proteins on physical performance.

### **Understanding the Standard**

The student will understand that fats, carbohydrates, and proteins are all sources of energy for the body and affect physical performance.

### **Essential Knowledge and Skills**

The student will:

- identify foods that are high in fats. (meat, dairy products, oil, and margarine)
- identify foods that are high in carbohydrates. (starches – bread, pasta, potatoes, and beans; sugars are found in fruits and sweets)
- identify foods that are high in proteins. (meat, fish, eggs, milk, yogurt, cheese, and beans)
- describe why athletes should eat fats, carbohydrates, and proteins. (nutrients from foods that provide energy)
- explain why carbohydrates are so important for athletes. (primary fuel for muscles during short-term, high-intensity anaerobic exercise)
- explain why fats are so important for athletes. (body uses fat to help provide energy for extended activities such as a three or more mile jog)
- determine why energy is important for physical activity/performance. (you need good food to fuel quick bursts of power, speed, strength, and endurance)

### **Instructional Resources**

#### **Coordinated Approach to Child Health (CATCH)**

Grades 3-5 (Hearty Heart and Friends – 3<sup>rd</sup> grade; Go for Health – 4<sup>th</sup> and 5<sup>th</sup> grades; and Facts for 5 – 5<sup>th</sup> grade)

\*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

#### **Dole's Five A Day Lesson Plans**

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

#### **Eat Well and Keep Moving**

Grades 4-5

\*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

### **Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)**

Grades 4-6: Energy Choices (focus – learn to make healthy food choices)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition/cwp](http://www.pde.state.pa.us/food_nutrition/cwp)

### **Five A Day The Color Way – “There’s a Rainbow on My Plate”**

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

### **Food Works**

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

### **The Great Body Shop**

Grades preK-6

\*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

### **Health Database**

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

## **HeartPower**

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students’ choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. “What’s Your Activity IQ?”)
- “Smoking in the Cellar” – lesson idea
- Label the Heart’s Parts – activity sheet
- What’s in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

## **Pyramid Explorations**

Grade Four

Program to teach students about good eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on aliens coming to earth to learn about nutrition. Each activity is one act of a six-act plan.

Includes activity sheets, teacher guide, workbook for each student, food pyramid poster, handouts, and additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

## **Instructional Lessons**

### **About All You Can Eat: A Feast at Plimoth Plantation**

Grades 3-5

Compares foods eaten in 1627 with high fat foods eaten today. Also looks at 500 BC.

Sponsor: PBS

Two class periods

<http://www.pbs.org/teachersource>

Free

### **Don't Buy It – Get Media Smart!**

Discusses advertisements and marketing. Students design a cereal box; graph data; complete nutritional comparisons; and use statistics to sell a product.

Sponsor: PBS

Six class periods

<http://pbskids.org/dontbuyit/teachersguide.html>

Free

### **The Food Groups: Food Pyramid**

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

### **Gregory, The Terrible Eater**

Grades 3-4

Students demonstrate understanding of balanced meals and food sources from the various food groups. Construct healthy menus and determine costs of the foods. Based on the book Gregory, The Terrible Eater.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Healthy Weights for Healthy Kids**

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

### **Is it Fruit?**

Grades 2-4

Students learn what constitutes a fruit and that only 100% juice should be considered a fruit.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Mission Nutrition**

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity.

Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

[http://www.missionnutrition.ca/english/teachers/teachers\\_home.asp](http://www.missionnutrition.ca/english/teachers/teachers_home.asp)

Free

## **Nutrition – Food Pyramid Book and Game**

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period.

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

## **Nutritious and Delicious**

Grades 3-4

Students create a food pyramid, keep a food diary for one week, and compare what they eat with the pyramid.

Sponsor: Ask ERIC Lesson Plan

Two class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

## **Salad Party**

Grades 3-4

Students learn what part of plants are eaten as vegetables; taste new vegetables; and make a salad.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

## **Additional Instructional Resources**

- Dairy Council – <http://www.familyfoodzone.com>
- Good Food Choices – <http://www.neatsolutions.com>
- Nutrition Café – <http://www.exhibits.pacsci.org/nutrition/>
- Optimal Physical Performance – [http://www.fitness-training.net/nutrition\\_fitness/31](http://www.fitness-training.net/nutrition_fitness/31)
- Power Performance Nutrition – <http://www.hooah4health.com/body/powerFAQ.htm>
- Texas Department of Health – <http://www.tdh.state.tx.us/kids/default.htm>

## **Assessment Ideas**

The student will:

- list five types of fats, carbohydrates, and proteins.
- assess whether their school snack is a healthy choice and how much energy it will provide for school activities.
- develop a list of healthy snacks for athletes.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include:
- a) development of refusal skills;

### **Understanding the Standard**

The student will be able to use refusal skills when involved in difficult relationships.

### **Essential Knowledge and Skills**

The student will:

- describe refusal skills:
  - say NO in a firm voice;
  - give reasons for saying NO;
  - match your actions with your words;
  - avoid situations in which someone might try to talk you into making a bad decision;
  - stay away from people who make bad decisions;
  - tell an adult if you are being pressured into a bad decisions; and
  - help others make responsible decisions.
- explain types of relationships. (connections you have with other people)
- list situations when one would use refusal skills. (if peers or other people pressure you to make a bad decision)

### **Instructional Resources**

- Review 3.3b
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- K-6 Life Skills Learning Objectives – [http://www.lifeskills4kids.com/learning\\_objectives.htm](http://www.lifeskills4kids.com/learning_objectives.htm)
- Refusal Skills – [http://www.uen.org/utahlink/lp\\_res/prev001.html](http://www.uen.org/utahlink/lp_res/prev001.html)
- Drug and Violence Prevention – <http://dave.esc4.net>

### **Assessment Ideas**

The student will:

- explain what to do when a friend decides to do something wrong.
- identify six refusal skills.
- role-play scenarios in which refusal skills may be necessary.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include:
- b) identification of bullying and aggressive behaviors;

### **Understanding the Standard**

The student will identify bullying tactics, characteristics of aggressive behavior, and ways to cope with difficult relationships.

### **Essential Knowledge and Skills**

The student will:

- explain the characteristics of a bully. (someone who hurts or frightens others – a bully will usually pick on someone who is weaker, smaller, or alone.)
- describe aggressive, bullying behavior. (it is usually loud, “in your face,” using bad language, pointing fingers, etc.)
- demonstrate what one should do if bullying behavior is observed. (encourage the victim to tell a trusted adult and to stay away from the bully)

### **Instructional Resources**

- Review 2.5
- Character Education Lessons
- Life Skills Training
- *Bully Free Classroom* – by Allan Beane
- <http://www.injurypreventionweb.org>
- <http://www.healthteacher.com>
- Preventing Bullying – <http://www.eric.uoregon.edu/publication/digests/digest155.html>
- Help for Bullies – <http://www.stopbullyingnow.com/interven2htm>
- Bully Busters – [http://www.bullydefense.com/fast\\_facts.htm](http://www.bullydefense.com/fast_facts.htm)
- Drug and Violence Prevention – <http://dave.esc4.net>

### **Assessment Ideas**

The student will:

- exhibit appropriate behavior during non-structured time.
- role-play scenarios dealing with reporting and/or coping with bullying situations.



## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include:
- c) development of coping skills;

### **Understanding the Standard**

The student will demonstrate coping skills needed to manage stressful situations.

### **Essential Knowledge and Skills**

The student will:

- identify stressful situations; (stress is a major part of life and negative stress includes change, test anxiety, troubles with friends, missing the bus, death of a pet, etc.)
- recognize and explain the body's response to stress:
  - stress response is called the "fight or flight" response because the body prepares to fight or flee the stressor;
  - the hormone adrenaline is released into the blood which increases the level of sugar in the blood to give the body extra energy;
  - more blood is directed to the muscles and brain;
  - the heart beats faster;
  - the muscles tighten up so you are ready for action; and
  - one becomes more alert.
- explain why coping skills are necessary.
- describe how to develop coping strategies:
  - stay healthy – eat nutritional foods and get plenty of sleep;
  - breathe deeply and think of peaceful situations/places;
  - think positively;
  - laugh at the stressful situation;
  - become/stay physically active; and
  - talk about the situation with someone you trust.

### **Instructional Resources**

- <http://www.nsnet.org/idans/coping.html>
- Life Skills Programs
- Guidance Counselors
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>

### **Assessment Ideas**

The student will:

- list five ways their life has changed in the last year and explain whether these changes resulted in positive or negative stress.
- identify perceived sources of stress that fourth graders have.
- write a one-page paper on how they or someone they know dealt with a stressful situation.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include:
- d) recognition of harmful or abusive relationships;

### **Understanding the Standard**

The student will recognize abusive behaviors and relationships.

### **Essential Knowledge and Skills**

The student will:

- define abuse. (physical, emotional, or mental mistreatment of another person and it is always harmful)
- explain why abuse happens. (a person does not know how to handle a problem in a healthful way)
- recognize harmful relationships. (relationship that harms self-respect and includes harmful behaviors and abuse)
- identify abusive behaviors and relationships:
  - physical abuse; (results in physical injury to the person – such as bruises, scratches, or broken bones)
  - emotional abuse; (use of words or gestures to make another person feel worthless – such as insults, repeated threats, constant teasing, harsh criticism, etc.) and
  - neglect. (failure to provide proper care, guidance, food, shelter, health care, and emotional support)
- name people they can turn to for help. (trusted adult, counselor, teacher, school nurse, school resource officer, religious clergy, etc.)

### **Instructional Resources**

- <http://userpages.umbc.edu/~zsaenz1/pattern.html>
- <http://www.crescentlife.com/psychissues/treatment.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>

### **Assessment Ideas**

The student will:

- use stories to identify abusive behaviors.
- use stories to predict what could happen and how to get help.
- describe how to recognize abusive relationships.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include:
- e) practicing self-control.

### **Understanding the Standard**

The student will understand the importance of practicing self-control.

### **Essential Knowledge and Skills**

The student will:

- define self-control. (stopping before you do something you should not do – such as fighting, yelling, etc.)
- explain the importance of self-control:
  - keeps one from doing things he/she might regret; (do not yell or shove someone if they do something you do not like)
  - keeps you from doing too much of something; (eating the whole bag of chips, watching television all night, etc.) and
  - helps individuals manage their emotions. (allows you to stop and think before you blow up at someone)
- define and explain anger. (feeling mad or upset – everyone gets angry at times and it is OK to be angry – however, it is not OK if you are angry and harm someone, destroy property, etc.)
- demonstrate how to control angry feelings:
  - take time out and do not respond right away; (count to 10 slowly, walk away from the situation, etc.) and
  - take a deep breath and accept a situation you cannot change. (if something bad happens and you could not have kept it from happening – accept it and try not to feel angry)

### **Instructional Resources**

- <http://kidshealth.org/parent/emotions/behavior/selfcontrol.html>
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>

### **Assessment Ideas**

The student will:

- exhibit self-control in the classroom, lunchroom, during recess, on the bus, etc.
- explain why they need self-control.
- role-play scenarios in which it is necessary to exhibit self-control.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts/skills include:
- a) the impact on self, family, and community;

### **Understanding the Standard**

The student will describe the impact that drug and alcohol use has on individuals, families and communities.

### **Essential Knowledge and Skills**

The student will:

- describe how drug use affects someone physically, mentally, socially, and emotionally. (harms your mental and physical health, changes the way you think and feel – you may get bad grades, go to jail, feel frightened, confused, or angry, etc.)
- identify how drug use affects family relationships and may cause a financial burden on the family. (violates family trust, causes financial strain, drug user may steal from other family members, etc.)
- determine the effect drug use has on the community. (increases crime, gangs, drunk driving crashes, negatively impacts the economy, etc.)

### **Instructional Resources**

- Review 3.3a-e
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Drug Education Lessons – <http://www.edhelper.com/cat70.htm>
- Teachers: The Anti-Drug – <http://www.theantidrug.com/teachersguide/resources.html>
- Drug Education Lesson Ideas – <http://www.drugs.indiana.edu/prevention/lessons.html>
- Drug and Violence Prevention – <http://dave.esc4.net>

### **Assessment Ideas**

The student will:

- list five ways drug use affects individuals, families, and communities.
- explain how drug use affects someone physically, mentally, socially, and emotionally.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts/skills include:
- b) the long-term consequences of drug use;

### **Understanding the Standard**

The student will understand the long-term physical, financial, mental/emotional, and social consequences of drug use.

### **Essential Knowledge and Skills**

The student will:

- identify the long-term physical consequences of alcohol and drug use. (mental and physical diseases, dependence or addiction, etc.)
- describe the long-term financial consequences of alcohol and drug use. (loss of job, house, etc.)
- identify the long-term mental/emotional consequences of alcohol and drug use. (memory problems, loss of self respect, confused, etc.)
- describe the long-term social consequences of alcohol and drug use. (loss of relationships, trust, breakdown of safe community, etc.)

### **Instructional Resources**

- Review 4.3a
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Drug Education Lessons – <http://www.edhelper.com/cat70.htm>
- Teachers: The Anti-Drug – <http://www.theantidrug.com/teachersguide/resources.html>
- Drug Education Lesson Ideas – <http://www.drugs.indiana.edu/prevention/lessons.html>
- Drug and Violence Prevention – <http://dave.esc4.net>

### **Assessment Ideas**

The student will:

- list three physical consequences of long-term alcohol or other drug use.
- list three mental/emotional consequences of long-term alcohol or other drug use.
- list three social consequences of long-term alcohol or other drug use.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts/skills include:
- c) acts of violence and the use of weapons;

### **Understanding the Standard**

The student will understand the connection between drug use and violence.

### **Essential Knowledge and Skills**

The student will:

- identify why people under the influence of drugs are more prone to violence. (drugs affect the decision-making process, the ability to reason, and the ability to know right from wrong.)
- describe why people under the influence of drugs are more prone to theft. (drug users need a lot of money to support their habit and are often unable to keep a job)
- define a gang. (a group of people who are involved in dangerous or illegal actions – they are often involved in drug trafficking and use illegal weapons when they get in fights)
- identify why people join gangs. (they may feel lonely, may feel the gang members will protect them from bullies, may want to get money without working for it, may be bored and think being a gang member is exciting, may want to get drugs, etc.)
- determine how you can recognize gang members. (they dress a certain way, draw symbols on objects, hang out with other gang members, use special hand signals or words, have tattoos of gang symbols, etc.)

### **Instructional Resources**

- Resource Officers (police)
- Life Skills Programs
- Other Drug Education Programs
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com/lessonguides/default.asp>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Drug Education Lessons – <http://www.edhelper.com/cat70.htm>
- Teachers: The Anti-Drug – <http://www.theantidrug.com/teachersguide/resources.html>
- Drug Education Lesson Ideas – <http://www.drugs.indiana.edu/prevention/lessons.html>
- Too Good For Drugs – <http://modelprograms.samhsa.gov/pdfs/FactSheets/TooGood.pdf>
- Drug and Violence Prevention – <http://dave.esc4.net>

### **Assessment Ideas**

The student will:

- list ways to recognize gangs.
- explain the risks of being a member of a gang.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts/skills include:
- d) laws related to illegal alcohol and tobacco use.

### **Understanding the Standard**

The student will understand that the Commonwealth of Virginia has specific laws regarding alcohol and tobacco use for minors.

### **Essential Knowledge and Skills**

The student will:

- research Virginia laws regarding alcohol and tobacco use for minors. (must be 18 to purchase tobacco and Virginia has a Zero Tolerance Law that makes driving under the influence of any amount of alcohol or drugs a serious criminal offense for drivers under the age of 21)
- identify the consequences for violating tobacco laws. (may be fined up to \$2,500 for purchasing, possessing, or attempting to purchase alcoholic beverages, may face up to 12 months in jail, may be required to provide 50 hours of community service, or may have to wait an extra year before being eligible for a driver's license.)

### **Instructional Resources**

- DARE Officer
- Resource Officers (police)
- Virginia State Police – <http://www.vsp.state.va.us>
- Student Services Departments
- Local and State Agencies
- Virginia Department of Alcohol Beverage Control – <http://www.abc.state.va.us>
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Virginia Boating Alcohol and Drug Laws – [http://www.boat-ed.com/va/course/p4-5\\_alcholdrugs.htm](http://www.boat-ed.com/va/course/p4-5_alcholdrugs.htm)

### **Assessment Ideas**

The student will:

- research Virginia laws regarding tobacco use for minors, and the consequences for breaking these laws.
- identify Virginia laws regarding alcohol use for minors, and the consequences for breaking these laws.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others. Key concepts/skills include:
- a) the body's defenses;

### **Understanding the Standard**

The student will understand that the body has defenses that protect against diseases and germs.

### **Essential Knowledge and Skills**

The student will:

- define a pathogen. (a germ that causes diseases)
- define an antibody. (a substance in the blood that helps fight pathogens)
- define immunity. (protected from a certain disease)
- define a vaccine. (a medicine that has dead or weak pathogens in it)
- identify how the body fights diseases. (unbroken skin, cilia – tiny hairs in air passages, mucus – moist coating that lines your nose and throat, tears, stomach acids, white blood cells, and antibodies)
- describe how good health affects the immune system. (the healthier the body, the better the immune system will function.)

### **Instructional Resources**

- School Nurse
- Health Departments
- <http://www.kidshealth.com>
- Movie and Quiz from Brainpop.com – <http://www.brainpop.com/health/immune/immune/index.weml>
- Grade 4 Body Systems Lesson – <http://www.cph.org/Links/Internal/media/g4ch11.pdf>
- Invisible Bugs in the “Bod” – [http://www.hmhbwa.org/iacw/bug-in-bod/bugcover\\_intro.pdf](http://www.hmhbwa.org/iacw/bug-in-bod/bugcover_intro.pdf)
- Protection Against Diseases – <http://www.learn.co.uk/default.asp?WCI=Unit&WCU+1586>

<p><b>*Idea: teach this SOL during cold/flu season.</b></p>
-------------------------------------------------------------

### **Assessment Ideas**

The student will:

- explain how to prevent the spread of disease.
- describe how the body's defenses protect you from different kinds of pathogens.



## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others. Key concepts/skills include:
- b) the spread of germs (viruses, bacteria, and fungi);

### **Understanding the Standard**

The student will understand what viruses, bacteria, and fungi are and how to prevent the spread of these germs.

### **Essential Knowledge and Skills**

The student will:

- define a pathogen. (a germ that causes diseases – there are five different types of pathogens)
- list the three most common types of pathogens:
  - bacteria; (a one-celled living thing)
  - virus; (a pathogen that makes copies of itself) and
  - fungus. (a plant-like living thing)
- describe how you can prevent the spread of these germs:
  - stay away from someone who has an illness that can be spread;
  - do not touch anything that person has touched;
  - wash your hands thoroughly with soap and water;
  - cover sneezes or coughs; and
  - keep your hands away from your eyes, nose, and mouth.

### **Instructional Resources**

- Review 4.4a
- School Nurse
- Health Department
- Local Agencies
- Web Sites – <http://www.kidshealth.com>
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Grade 4 Body Systems Lesson – <http://www.cph.org/Links/Internal/media/g4ch11.pdf>
- Invisible Bugs in the “Bod” – [http://www.hmhbwa.org/iacw/bug-in-bod/bugscover\\_intro.pdf](http://www.hmhbwa.org/iacw/bug-in-bod/bugscover_intro.pdf)
- Protection Against Diseases – <http://www.learn.co.uk/default.asp?WCI=Unit&WCU+1586>
- Education to Prevent Contagious Disease – <http://npin.org/library/2001/n00569/n00569.html>
- Hand Washing – <http://www.agctr.lsu.edu/Subjects/eatsmart/handwa~1.htm>

### **Assessment Ideas**

The student will:

- explain the three most common pathogens.
- describe how pathogens/germs are spread.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others. Key concepts/skills include:
- c) the difference between communicable and noncommunicable diseases;

### **Understanding the Standard**

The student will understand the difference between diseases that can be spread by contact (communicable) and those that cannot (noncommunicable).

### **Essential Knowledge and Skills**

The student will:

- define communicable disease. (a disease caused by pathogens that can be spread – cold, flu, strep throat, etc.)
- define noncommunicable diseases. (a disease that can not be spread from one person to another person – heart disease, cancer, diabetes, etc.)
- identify the primary causes of noncommunicable diseases. (genetics, diet, etc.)

### **Instructional Resources**

- Review 4.4a-b
- School Nurse
- Health Department and Other Local Agencies
- Web Sites – <http://www.kidshealth.com>
- School Health Guidelines
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Diet, Nutrition and Chronic Diseases – <http://www.wiley.com/cda/product/0,,0471971332%7Cdesc%7C2699,00.html>
- Classifying Diseases – [www.scs.sk.ca/phi/Lessons/health/disease.htm](http://www.scs.sk.ca/phi/Lessons/health/disease.htm)
- Science List – <http://www.myschoolhouse.com/SubjectLists/ScienceList.htm>

### **Assessment Ideas**

The student will:

- explain the difference between diseases that can be spread by contact (communicable) and those that cannot (noncommunicable).
- identify a disease that has infected a large number of people, and determine whether it was a communicable or noncommunicable disease.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others. Key concepts/skills include:
- d) the importance of early detection of health problems;

### **Understanding the Standard**

The student will understand that the earlier a disease or health problem is detected, the faster the body can recover.

### **Essential Knowledge and Skills**

The student will:

- describe early detection of health problems. (identifying symptoms or changes in your behavior or a body function)
- identify how to detect health problems early:
  - get regular medical check-ups to monitor growth and development, blood pressure, cholesterol, heart and lung function, etc; and
  - tell your parents or guardians if you notice that you have shortness of breath, no appetite, any pain, dizziness, swelling of joints, blood in your urine, etc.
- identify the stages of a disease:
  - incubation period; (time between when a pathogen/germ enters the body until symptoms of the disease occur)
  - acute period; (time when the symptoms of the disease are the greatest) and
  - recovery period. (time in which the visible symptoms of the disease begin to go away – you can relapse back to the acute period if you do not rest and drink plenty of fluids)
- why early detection is important. (the earlier the disease is identified the easier it is to treat)

### **Instructional Resources**

- Review 4.4a-c
- School Nurse
- Health Department
- Local Agencies
- Web Sites – <http://www.kidshealth.com>
- Centers for Disease Control – <http://www.cdc.gov/health/disease.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>
- HealthTeacher.com – <http://www.healthteacher.com>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Education World – [http://www.educationworld.com/pe\\_health](http://www.educationworld.com/pe_health)

### **Assessment Ideas**

The student will:

- explain how and why they need to monitor their health status.
- identify why early detection is important.

## **Knowledge and Skills Fourth Grade**

### **Standard of Learning**

- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others. Key concepts/skills include:
- e) the role of regular physical activity.

### **Understanding the Standard**

The student will understand how regular physical activity helps to prevent illness.

### **Essential Knowledge and Skills**

The student will identify or describe the mental and physical benefits of regular physical activity:

- makes your heart and muscles strong;
- helps you manage your weight;
- increases your bone density and the proper release of growth hormones;
- helps you relax and sleep better;
- gives you something fun to do with your family and friends;
- produces feelings of well-being by regulating brain hormones (endorphins, adrenaline, etc.) that reduce anxiety and stress;
- helps to improve your heart-lung efficiency and blood flow to the brain, which improves concentration, memory, etc., so you are more likely to get good grades;
- helps to coordinate the right and left sides of the brain which is essential to learning how to read, do math, etc.;
- helps to prevent heart disease, cancer, and diabetes; and
- helps the body fight off pathogens (germs).

### **Instructional Resources**

#### **Coordinated Approach to Child Health (CATCH)**

Grades 3-5 (Hearty Heart and Friends – 3<sup>rd</sup> grade; Go for Health – 4<sup>th</sup> and 5<sup>th</sup> grades; and Facts for 5 – 5<sup>th</sup> grade)

\*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

#### **Eat Well and Keep Moving**

Grades 4-5

\*Evaluated program

Comprehensive program to increase physical activity, increase fruits and vegetables, decrease fat, and decrease television viewing. Children learn as they move. Includes 44 lessons, CD-ROM to customize lessons, worksheets, school campaigns, and reproducible materials.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

#### **The Great Body Shop**

Grades preK-6

\*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

### **HeartPower**

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called "The Healthy-Heart Minute.")
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students' choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. "What's Your Activity IQ?")
- "Smoking in the Cellar" – lesson idea
- Label the Heart's Parts – activity sheet
- What's in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

### **The SPARK Programs (Sports, Play and Active Recreation in Kids)**

Grades preK-8

\*Evaluated program with mixed results.

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

Email: [spark@sparkpe.org](mailto:spark@sparkpe.org)

+Cost

### **Take 10!**

Grades K-5

\*Evaluated program

Yearlong classroom-based physical activity program. Students do 10 minutes of moderate to vigorous physical activities throughout the day. No special equipment or space needed.

Students track activity. Materials include activity cards, student worksheets (sorted by curriculum), teacher resources, posters, stickers, teacher video, and evaluation tools.

Sponsor: International Life Sciences Institute

<http://www.take10.net/funforstudents.asp>

+Cost

## **Instructional Lessons**

### **Go The Extra Mile**

Grades K-4

Students become the physical trainers for their parents. Goal for each student is to log one mile a day.

Five-week program

Sponsor: CDC Funded

Email: [jon.hisgen@dpi.state.wi.us](mailto:jon.hisgen@dpi.state.wi.us)

### **Healthy Weights for Healthy Kids**

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

### **Let's Get Moving!**

Grades 4-5

Students consider different forms of physical activity; track exercise; and compare with other children throughout the US. Keep daily log for 1-2 weeks.

Three class periods:

- Keeping a Physical Activity Log
- Classroom Comparison of Activities
- Family Fitness

Sponsor: Michigan State University

<http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/health/b8u4.html>

Free

## **Additional Instructional Resources**

- Refer to the physical education SOL strand – physically active lifestyle.
- American Heart Association – Jump Rope For Heart (fund-raising activity for AHA – elementary schools) – <http://www.americanheart.org>
- Fitness Programs That Work – <http://www.gmaabrand.com/nutrition/PROGRAM.htm>
- Healthfinder – <http://www.healthfinder.gov>
- Health Web – <http://healthweb.org>

- [Kidnetic.com](http://Kidnetic.com) – Information about fitness, food, fun, and feelings for students, parents, and teachers. E-mail: [davenport@ifc.org](mailto:davenport@ifc.org)
- Move Across America: A Patriotic Endeavor – e-mail: [paulshimon@yahoo.com](mailto:paulshimon@yahoo.com)
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids/default.htm>

## **Assessment Ideas**

The student will:

- list four ways regular physical activity helps to prevent illness and improves brain function and quality of life.
- list four physical activities that make your heart muscle strong.
- list four physical activities that make your bones strong.
- list four physical activities that make your muscles strong.

## **Information Access and Use Fourth Grade**

### **Standard of Learning**

- 4.5 The student will access and use health resources to improve personal and family health.  
Key concepts/skills include:  
a) the use of health care agencies, printed materials, broadcasts media, Internet, and audiovisual materials;

### **Understanding the Standard**

The student will be able to identify and access a variety of sources of information designed to improve personal and family health.

### **Essential Knowledge and Skills**

The student will:

- list useful print and media/audiovisual materials designed to improve health.
- locate community, state, and national health care agencies that work to improve dental, mental, emergency, occupational, etc., health for you and your family.
- search for useful health care Web sites.
- listen to news reports on radio, television, etc., to become more knowledgeable about local health resources and health promotional events.

### **Instructional Resources**

- Berit's Best Sites for Children – <http://www.beritsbest.com>
- HealthWeb – <http://healthweb.org>
- AskA+Locator – <http://www.vrd.org/locator/subject.shtml>
- Fact Monster – <http://www.factmonster.com>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- KidsClick – <http://sunsite.berkeley.edu/KidsClick!>
- Yahoo!igans! The Web Guide for Kids – <http://yahooligans.com>
- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- Media and Public Opinion/Propaganda/Lesson Plans/Advertising, Media, Newspapers/Politics
- Persuasion Quest/Free Lessons /What's in a Word? Worksheet/Teaching Critical Thinking Skills – <http://members.aol.com/Donnpages/Sociology.html>
- Cartoon Analysis Worksheet – <http://www.nara.gov/education/teaching/analysis/cartoon.html>
- Ask Eric Lesson Plans
- Science NetLinks
- Marcopolo
- Picture Book Database of Health and Literacy – <http://www.lib.muohio.edu/pictbks>
- Cartoon Analysis – <http://www.nara.gov/education/teaching/analysis/cartoon.html>

### **Assessment Ideas**

The student will identify and access 10 sources of information designed to improve personal and family health.



## Information Access and Use Fourth Grade

### Standard of Learning

- 4.5 The student will access and use health resources to improve personal and family health.  
Key concepts/skills include:  
b) identification of accurate and inaccurate health information.

### Understanding the Standard

The student will be able to discriminate between accurate and inaccurate health information using methods for detecting reliable and factual information sources.

### Essential Knowledge and Skills

The student will:

- discriminate between accurate and inaccurate health information:
  - find reputable supporting agencies which endorse the Internet site;
  - identify whether there are supporting authors or studies;
  - determine who has written the information and the information can be checked;
  - establish the aims of the site are clear;
  - determine when the site was produced;
  - screen the information for bias or opinion; and
  - identify whether the site provides other choices available to you.
- define quackery. (health fraud or quackery is defined in The American Heritage Dictionary as “one who pretends to have medical knowledge” or the FDA defines health fraud as “articles of unproven effectiveness that are promoted to improve health, well being or appearance”)
- identify warning signs of inaccurate health information. (*Tip Offs to Rip Offs* – Nov-Dec. 99, Kurtzweil, U.S. Food and Drug Administration). Use caution if:
  - one product does it all;
  - has personal testimonials;
  - promises quick fixes;
  - claims to be a new-found cure; and
  - satisfaction is guaranteed.

### Instructional Resources

- Council of Better Business Bureaus, Arlington, Va.
- Discern – <http://www.discern.org.uk>
- Planet Wellness
- Info Prn
- HealthWave Directory
- Healthfinder
- Berit’s Best Sites for Children – <http://www.beritsbest.com>
- HealthWeb – <http://healthweb.org>
- AskA+Locator – <http://www.vrd.org/locator/subject.shtml>
- Fact Monster – <http://www.factmonster.com>
- CybeBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- KidsClick – <http://sunsite.berkeley.edu/KidsClick!>
- Yahoooligans! The Web Guide for Kids – <http://yahooligans.com>
- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- Media and Public opinion/Propaganda/ Lesson Plans/Advertising, Media, Newspapers/ Politics

- Persuasion Quest/Free Lessons /What's in a Word? Worksheet/Teaching Critical Thinking skills – <http://members.aol.com/Donnpages/Sociology.html>
- Cartoon Analysis Worksheet – <http://www.nara.gov/education/teaching/analysis/cartoon.html>
- Quick: The Quality Information Checklist
- Picture Book Database of Health and Literacy – <http://www.lib.muohio.edu/pictbks>
- Lesson Plans Across the Curriculum

## **Assessment Ideas**

The student will:

- find five reputable agencies that endorse various sites on the Web.
- locate five Internet sites that include supporting authors or cite studies to validate specific health information.

## **Community Health and Wellness Grade Fourth**

### **Standard of Learning**

- 4.6 The student will evaluate his/her role in solving community health problems. Key concepts/ skills include:
- a) personal responsibility for exhibiting health practices within the school and community setting;
  - b) the benefits of volunteerism.

### **Understanding the Standard**

The student will understand the benefits of volunteering and taking personal responsibility for exhibiting health practices within the school and community setting.

### **Essential Knowledge and Skills**

The student will:

- define community. (the group to which you belong)
- describe responsibility. (a job or a duty)
- define volunteer. (someone who helps without expecting a reward)
- analyze the benefits of volunteering to help solve community health problems.
- identify how to model good health practices within the school and community setting.

### **Instructional Resources**

- Have a volunteer share his or her personal experiences with taking responsibility for a community or environmental problem.
- 50 Simple Things Kids Can Do to Save the Earth, by The Earthworks Group (Andrews and McMeel, 1990)
- Promoting Positive Values for School and Everyday Life, by David W. Wilson, PhD, and Ruth Ann Wilson, Mark Twain Media/Carson-Dellosa Publishing Company, Inc. 1997
- Good Ideas to Help Young People Develop Good Character, by Joseph and Edna Josephson Institute of Ethics, 4640 Admiralty Way Suite 101, Marina del Rey, CA 90292-6610 – <http://www.charactercounts.org>
- Service Learning – <http://www.ehhs.cmich.edu/ins/serv>

### **Assessments Ideas**

The student will:

- explain the benefits of volunteering.
- keep a log of the volunteer opportunities that they participated in either at home or in school (i.e., help another student, collect the mail, etc.).
- create a page following the theme: What can I do to protect my community and environment?

## **Community Health and Wellness Grade Fourth**

### **Standard of Learning**

- 4.7 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include:
- a) identification of obstacles and solutions to communication;

### **Understanding the Standard**

The student will identify obstacles to good communication and solutions to ineffective communication.

### **Essential Knowledge and Skills**

The student will:

- define communication. (exchanging or sharing feelings, thoughts, or information)
- describe an obstacle. (not being polite, not being constructive, being negative, etc.)
- identify potential obstacles to good communication.
- describe good communication skills for healthy relationships with peers and family:
  - listening without interrupting;
  - taking turns talking;
  - accepting constructive criticism; (the ability to give as well as accept constructive criticism) and
  - using I-messages.

### **Instructional Resources**

- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Yahoo!igans! The Web Guide for Kids – <http://www.yahooligans.com>
- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn>
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids/default.htm>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/elessons.htm>
- FunBrain.com – <http://www.funbrain.com/teachers/index.html>
- SuccessLink Great Ideas – <http://www.successlink.org/great/g1054.html>
- Media Awareness (K-12 lessons) Lesson Plans and Activities – <http://members.aol.com/donnpages/Sociology.html>
- Lesson Plans Across the Curriculum – <http://members.aol.com/Donnpages/LessonPlans.html>
- The Access Indiana Teaching and Learning Center – <http://tlc.ai.org/thealth.htm>
- McGraw-Hill School Division Teaching Resources – <http://www.mmhschool.com>
- Health Teacher.com – <http://www.healthteacher.com>

### **Assessment Ideas**

The student will:

- describe obstacles to good communication.
- identify solutions to ineffective communication.

## **Community Health and Wellness Grade Fourth**

### **Standard of Learning**

- 4.7 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include:
- b) assistance from a trusted adult when in unsafe or uncomfortable situations.

### **Understanding the Standard**

The student will understand the importance of seeking assistance from an adult in an unsafe or uncomfortable situation. The student will understand that there are personal issues that should be discussed with a family member or trusted adult.

### **Essential Knowledge and Skills**

The student will:

- define a trusted adult. (someone you trust)
- describe assistance. (getting help)
- identify unsafe/uncomfortable situations. (feeling fear)
- identify trusted adults:
  - in school;
  - at home; and
  - in public places.
- identify potential unsafe or uncomfortable situations and what to do.

### **Instructional Resources**

- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Yahooligans! The Web Guide for Kids – <http://www.yahooligans.com>
- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn>
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids/default.htm>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/elessons.htm>
- FunBrain.com – <http://www.funbrain.com/teachers/index.html>
- SuccessLink Great Ideas – <http://www.successlink.org/great/g1054.html>
- Media Awareness (K-12 lessons) Lesson Plans and Activities – <http://members.aol.com/donnpages/Sociology.html>
- Lesson Plans Across the Curriculum – <http://members.aol.com/Donnpages/LessonPlans.html>
- The Access Indiana Teaching and Learning Center – <http://tlc.ai.org/thealth.htm>
- McGraw-Hill School Division Teaching Resources – <http://www.mmhschool.com>
- Health Teacher.com – <http://www.healthteacher.com>

### **Assessments ideas**

The student will:

- explain the importance of seeking assistance from an adult in an unsafe or uncomfortable situation.
- identify when there are personal issues that should be discussed with a family member or trusted adult.